DOCUMENT RESUME

ED 196 482 JC 810 023

TITLE Writing Behavioral Objectives in the Affective Domain.
PUB DATE [80]
NOTE 29p.: Part of the Media Systems Corporation's Creative Teaching Series.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Affective Objectives; Behavioral Objectives; Community Colleges; Competency Based Teacher Education; Course Objectives; Learning Modules; Learning Theories; Pretests Posttests; *Teacher Developed Materials; *Teacher Improvement; Two Year Colleges
IDENTIFIERS *Blooms Taxonomy

ABSTRACT

Exercises and accompanying explanations are provided in a two-part learning module designed to assist instructors in writing behavioral objectives that can be used to measure the attitudinal effects of course material on students. Part I of the module defines behavioral objectives as those which call for specific responses from learners and discusses the hierarchy of behavioral objectives within the cognitive and affective domains of Bloom's Taxonomy. Part II applies this information to the development of written objectives for each of the five levels of the affective domain: (1) the receiving level, at which students begin to demonstrate an awareness of course material; (2) the responding level, at which students begin to participate in class activities; (3) the valuing level, at which students begin to find class material worthwhile; (4) the organizational level, at which students integrate course material into their personal value systems; and (5) the characterizing level, at which students demonstrate internalization of the course materials in their everyday lives. Examples of written behavioral objectives are provided for all but the characterizing level. The module includes pre- and post-tests on the material covered. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED196482

WRITING BEHAVIORAL OBJECTIVES

IN THE AFFECTIVE DOMAIN

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

John Roueche

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 810023

Outline

I. Introduction
II. Rationale

Part A

I. Learning Objectives
II. Pretest
III. Behavioral Objectives
IV. The Affective Domain

Part B

I. Writing Behavioral Objectives in the Affective Domain
II. Post Test
III. Answer Key
IV. Evaluation Form

Formulating Affective Objectives

Introduction

Those of us who are involved in teaching do not limit the goals we set for students to intellectual skills. Whether we are aware of them or not, we usually have attitudinal goals for students as well. We hope that the individuals in our classes will develop an appreciation for the subject matter and will want to learn more about it even after they are outside the sphere of our influence. Actually, students do develop attitudes about material we present to them - sometimes negative attitudes. Therefore, we should be able to analyze and deal with attitudes, as well as with subject matter. If we learn to pinpoint the attitudes we hope to foster in our students and to state them in behavioral terms, we will be better prepared to determine which students are moving toward them and which are not. When we are able to measure attitudes, we are better prepared to deal with them.

This packet contains two sections. The first includes background material on behavioral objectives and the affective domain of Bloom's Taxonomy. The second is a detailed explanation of how to write behavioral objectives in the affective domain. You may work through both sections at once or divide the packet into two sessions. If you choose the latter, review the material in Part A before beginning Part B.

Rationale

Students always develop attitudes toward course work ranging from indifference to enthusiasm or, at the other end of the spectrum, abject hatred.

The instructor who is equipped to develop behaviorally stated affective goals for his students is probably more likely to be able to influence students' attitudes toward the subject matter he teaches.

PART A: LEARNING THE CONCEPTS

LEARNING OBJECTIVES (COGNITIVE)

After completing this section, the learner will:

1. Write an acceptable one-sentence definition of the term "behavioral objective."
2. Complete a definition of the affective domain by choosing the correct one of four given responses.
3. Categorize ten learning objectives as behavioral or nonbehavioral.
4. Classify ten behavioral objectives as cognitive, psychomotor or affective.
5. Place the main categories of the affective domain in order from lowest to highest.

LEARNING ACTIVITIES

1. List 10 goals that you have for the students who take your courses. These need not be formal objectives--just jot down what you hope your students get out of your classes.
2. Write a 150-word paragraph in which you discuss the three or four specific factors that you consider most important to student learning.

PRE-TEST

The participant must be able to answer all of questions 1-4 and 9 of the items in No. 5 correctly.

1. Write a one-sentence definition of the term "behavioral objective."
2. Underline the best definition of the affective domain:
   a. emphasizes motor skills
   b. emphasizes attitudes
   c. emphasizes recall of information
   d. emphasizes the effect of student behavior on learning.
3. Place the following levels of the affective domain in order from the lowest to the highest by placing the number 1 beside the lowest level, the number 2 beside the second lowest level, and so on:

   valuing

   characterizing

   receiving

   organizing

   responding

4. Match the levels of the affective domain with their definitions by placing the number of the definition in the blank:

   _____a. valuing

   _____b. characterizing

   _____c. receiving

   _____d. organizing

   _____e. responding

4. Continued

   1. Generalizing values into controlling tendencies, then a total philosophy.
   2. Arranging values and adapting behavior to a value system.
   3. Accepting the worth of a thing, an idea, or a behavior; developing a commitment.
   4. Reacting--at first with compliance, later willingly and with satisfaction.
   5. Attending; becoming aware of an idea or thing; willing to notice a particular phenomenon.

5. The following ten items are learning objectives. Underline those which are behavioral objectives and write an "A" beside those which are affective.

   1. The student will appreciate literature.
   2. The student will balance 8 out of ten given equations correctly.
   3. The student will develop a love for sports.
   4. The student will demonstrate an awareness of jogging as a desirable form of exercise by including jogging when asked to name some beneficial forms of exercise.
   5. The student will answer affirmatively when asked if he will write a limerick.
   6. The student will write a limerick.
   7. The student will become more tolerant of others.
   8. The student will be able to list five characteristics of a good sport.
   9. The student will become committed to the principles of good sportsmanship.
   10. The student will know the definition of psychology.

BEHAVIORAL OBJECTIVES

Everywhere an instructor turns these days he or she is bombarded with information on learning objectives. If you already know more than you care to know about learning objectives and have successfully completed the section of the pre-test concerning behavioral objectives, you may advance to the next section, "The Affective Domain," or use this as a review. If behavioral objectives are completely new to you, this section may not be detailed enough and should be supplemented with a more comprehensive module. What we are concerned with here is an overview of the subject which will serve as a focusing tool for those whose recollection of how to formulate behavioral objectives is a little hazy.

Every instructor has objectives or goals in mind when planning courses. The objectives may not be articulated, but they are there nonetheless. Otherwise, the instructor would have no notion of what to teach or when enough material has been covered. The physics instructor may want his students to understand the basic laws of physics and be able to apply them. That is fine, as far as it goes, but how does the instructor know that students are able to apply the laws of physics? There must be a way to measure that ability, and that is where behavior comes in. Behavior can be observed; ability per se cannot be. We can't say that a student is able to apply his knowledge about velocity unless we get him to perform some behavior, such as working a problem, that we can observe and evaluate. In addition to giving an instructor a more precise method for guiding and evaluating student performance, behavioral objectives provide students with precise information about what is expected of them in the course. They know that they will be expected to choose the correct definition of "velocity" from four given items, for instance.

The main points to remember here, then, are (1) written learning objectives are extremely useful and (2) learning objectives must be stated in behavioral terms before we can determine when they have been met.

EXERCISE I

Indicate which of the following learning objectives are behaviorally stated by circling the numbers preceding each.

1. Students will successfully solve ten problems involving the multiplication of fractions.
2. Students will gain a better understanding of nuclear energy.
3. The learner will develop an appreciation of poetry.
4. The student will be able to draw the four basic shapes of nature, shading each correctly.
5. The student will label each of the 50 states on a map.
6. Students will compose a 24-bar melody in 4/4 time.
7. Students will know the presidents of the United States in order.
8. Students will learn the correct process for heating liquid in a test tube.
9. Students will become better informed citizens.
10. Students will be aware of prejudice as a social problem.

Answers: You should have circled numbers 1, 4, 5 and 6. All of the others are not behaviorally stated. Solving, drawing, labeling and composing are observable behaviors. A student either can label the states or he can't, and if he can't his inability to do so is obvious immediately. There is no way to determine whether a student knows the presidents without having him do something to demonstrate that knowledge--list, match, or fill in the missing presidents on a list you have partially completed.

EXERCISE 2

Write three behavioral learning objectives for your discipline. For example, if you teach history, you could write:

1. Students will be able to write a paragraph discussing the importance of Harper's Ferry.
2. Students will match civil war battles with the dates they occurred.
3. Students will be able to write an essay (500 words) discussing what they consider to be three major causes of the civil war.

THE AFFECTIVE DOMAIN

Bloom's Taxonomy is a hierarchy, or a method of classifying educational goals and student behaviors. The taxonomy separates these goals and behaviors into three major divisions:

1. The cognitive domain, which emphasizes recall and application of material.
2. The affective domain, which emphasizes emotion and values.
3. The psychomotor domain, which emphasizes action or motor skills.

Most learning experiences fall within the first two domains, each of which is further divided into levels of complexity. Figure 1 is a chart of the taxonomy showing the levels of the cognitive and the affective domains from the simple to the complex.

FIGURE 1

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Cognitive		Affective	
Knowledge	- to recall and memorize	Receiving	- attending; becomes aware of an idea; process or thing; willing to notice a particular phenomenon
Comprehension	- to translate from one form to another, interpret or extrapolate	Responding	- reacting--at first with compliance, later willingly and with satisfaction
Application	- to apply or use information in a new situation	Valuing	- accepting worth of a thing; an idea or a behavior; prefers; consistent in responding; developing a commitment
Analysis	- to examine a complex and break it down into its parts		
Synthesis	- to put together information in a unique or novel way to solve a problem	Organizing	- arranging values; determining interrelationships; adapting behavior to a value system

Figure 1 Continued (Bloom's Taxonomy):

Evaluation	- to make a judgment about something in light of given criteria	Characterizing	- generalizing certain values into controlling tendencies; emphasis on internal consistencies; later total philosophy

An individual's attitudes or emotional reactions follow the steps in the hierarchy, and his behaviors indicate his position relative to the levels of the taxonomy. The instructor who is aware of the levels can develop specific learning objectives for his students designed to improve their attitudes toward a subject. Here, for example, are some possible affective learning objectives for a unit on laboratory skills:

1. The learner will demonstrate awareness of the existence of correct laboratory techniques. (Receiving)
2. The learner will be willing to speculate on why correct laboratory procedures should be used. (Responding)
3. The learner will express a commitment to the notion that it is necessary and desirable to know how to use correct laboratory procedures. (Valuing)
4. The learner will develop a laboratory technique that is both pleasing to him and consistent with the requirements of correct laboratory procedure. (Organizing)
5. When the learner conducts experiments in any laboratory situation, he will check to see that his methods of experimentation are consistent with correct laboratory technique. (Characterizing)

Of course, these objectives are for the instructor's benefit. They would not be shared with the students under most circumstances, but would serve as reminders or guidelines for the types of attitudes the instructor wants to develop in students.

By observing behavior, an instructor may place students at various levels of the taxonomy. Obviously, the fourth and fifth levels would be difficult to document through observation of behavior because they indicate that the student has made the attitude a habit--it has become a part of his way of doing things. These levels are probably best measured in subsequent courses or through follow-up studies. The first three levels, however, are reasonably easy to deal with in the limited time that an instructor is in contact with a student. Thus, we will cover these levels in some detail.

Each of the levels in the affective domain has subdivisions which describe the gradations of each attitude. Krathwohl outlines the first three levels as follows:

1.0 Receiving (attending)

- 1.1 Awareness
- 1.2 Willingness to receive
- 1.3 Controlled or selected attention

2.0 Responding

- 2.1 Acquiescence in responding
- 2.2 Willingness to respond
- 2.3 Satisfaction in response

3.0 Valuing

- 3.1 Acceptance of a value
- 3.2 Preference for a value
- 3.3 Commitment (conviction)

There are specific behaviors which are characteristic of each level, and we will consider them in a minute. First, try your hand at deciding which of the following training objectives are affective, which are cognitive, and which are

psychomotor. Place an "A" beside the number of each affective objective, a "C" beside the number of each cognitive objective, and a "P" beside the number of each psychomotor objective. Remember that the affective domain concerns attitudes, the cognitive domain concerns the recall and application of material, and the psychomotor domain concerns action or motor skills.

EXERCISE 3

1. At the end of one week of practice, the learner will be able to hit three out of five pitched balls.
2. The learner will underline the items on a list which are examples of similes.
3. The student will write an acceptable 500-word essay on the topic "Why I Believe in Luck," using correct mechanics and form.
4. The learner will be willing to speculate in class as to the meaning of Emily Dickinson's "I Heard a Fly Buzz When I Died."
5. The student will show that he values the history of the Civil War by voluntarily reading selections from an outside reading list.
6. The student should display a positive attitude toward the concept of freedom of speech.
7. The student will change a tire in three minutes.
8. Students will write an original sonnet.
9. Students will verbally express pleasure or approval of a sonnet.
10. The student should demonstrate a willingness to believe that criticism can be constructive when it promotes reform through correction of social, political and/or economic ills.

Answers: Numbers 2, 3, and 8 are cognitive objectives because they measure the ability to recall or apply information. Number 3 is tricky because of the assigned title, but belief is not being measured. What is being measured is the student's ability to apply his knowledge of grammar, sentence structure, paragraphing, and other essay writing skills.

Numbers 1 and 7 are psychomotor because they are concerned with motor skills.

The remaining objectives are affective because they concern a student's attitudes or emotions. Key words are "willing," "values," "positive attitude," "pleasure," and "approval," all of which describe attitudes or emotions.

PART B: Applying the Concepts

PART B: WRITING OBJECTIVES IN THE AFFECTIVE DOMAIN

One of the most important tasks for a teacher of high-risk students is to create positive attitudes toward learning. The various levels of The Affective Domain of Bloom's Taxonomy can make teachers aware that attitudes, like cognition, occur sequentially and in increasing degrees of complexity. Particularly with high-risk students, we cannot take attitudes for granted. We have to be acutely sensitive to each student's level of acceptance of material; unless we can make him aware of language we cannot expect him to accept the worth of language or to prefer to use the correct language for a given situation.

Whether we realize it or not, we influence students' attitudes. Writing behavioral objectives in the affective domain gives us specific goals, rather than nebulous intuitions, to guide our approach to student attitudes.

The lowest and most basic level in the affective domain is receiving. Here the student is simply aware--he pays attention to you while you explain what a fraction is, rather than staring out the window. Objectives at this level are, therefore, extremely elemental, aimed at getting the student's attention and making him notice a concept or a phenomenon.

Here are some examples of learning objectives at this level:

1. The student will tolerate viewpoints of the various ethnic groups in his class.
2. The student will recognize that there are different types of calculators.
3. The student will exhibit an awareness of rhythm by clapping in time to a melody.
4. Students will watch while the instructor draws a diagram of a carburetor.
5. The student will recognize the importance of learning to add.

EXERCISE 4

Write an objective of your own. Be sure to keep it on the simple awareness or noticing level, and list some ways that you can tell whether or not the student is aware. After all, these objectives should be useful.

The second level of the affective taxonomy, responding, demands a little more action from the student. A passive observer at the first level, he or she must now participate. Response can range from answering a question to enthusiastic participation in a role-playing exercise or a group discussion. Obviously, the learning environment is very important at this level, and having precisely stated objectives can help the teacher create an environment conducive to increasingly enthusiastic response. The following are sample objectives at the responding level for you to consider:

1. The student will respond emotionally to poems discussed in class.
2. The student will volunteer and actively participate in a class project.
3. The student will read assigned books on various subjects.

EXERCISE 5

Answer these questions briefly:

1. Why is it particularly important for the teacher to know his students at this level?
2. What are some overt signs that this objective is being reached? In other words, what behaviors can you look for to show you that the student finds pleasure in reading?

Discuss your answers with someone sitting close to you and add any suggestions he or she may have.

Valuing

At this point, the student has adopted or internalized the idea or phenomenon and finds it worthwhile. He accepts and then becomes committed to it as he moves through this level. Because this level is so internalized, goals may be more difficult to meet. How can you get a student to accept a social behavior inconsistent with his background, for example. If a male student's concept of a "real man" is one who is physically violent, how can you as a teacher get him to believe in and become committed to a pacifistic, cooperative attitude? At the upper limits of this level, the student should not only be committed, but willing to be recognized by others as being committed, a tall order for a high-risk student.

Look at these examples of objectives at the valuing level:

1. The student will initiate action for improvement of student government.
2. The student will be willing to form and express judgments about assigned reading material.
3. When given a list of career opportunities, the student will rank them in order of preference.
4. When asked (anonymously) if chemistry is worthwhile or a waste of time, the student will indicate that it is worthwhile.

EXERCISE 6

Write an objective in your discipline that will indicate student commitment to some concept, attitude, or subject.

Organization

At this level the student organizes the disparate attitudes that he has accumulated into his value system. He encounters situations for which more than one value is relevant, such as abortion, chooses dominant ones and relates the others to it. He is not only committed, he is also willing to defend his commitment and recognize the basis for it.

Some examples of behavioral objectives aimed at this level are:

1. The learner will judge social issues (welfare, medicare) in conjunction with his basic philosophy of human dignity.
2. The learner will weigh monetary reward against his personal preferences as to lifestyle and fulfillment when considering a job.
3. The learner will conscientiously devote sufficient time to self-paced modules to keep up.

EXERCISE 7

Suppose that you are teaching a section of biology called "Our Ecology" at a college in the middle of sheep country. Write a learning objective at this level for a unit on predatory animals. How can you influence a student's adaptation of behavior to his value system?

Characterizing

This is the highest level of the affective domain--the level at which an attitude or behavior has been first generalized into a controlling tendency and then completely internalized so as to become a part of the individual's philosophy

or view of life. Krathwohl believes that educators seldom reach this level for writing objectives because of the immense and abstract nature of such an activity. On a practical level, though, we do entertain hopes about students accepting the scientific method so completely that they apply it to every problem, whether in school or out. We do hope that students will internalize the concept of fallacious logic to the extent that they will be able to spot a piece of propaganda or an appeal to prejudice, not only in logic classes, but in the speeches of political candidates or the pitches of advertizers. Generally, we can't follow up on these goals to make sure students reach them, but we all have them, nontheless. If we can state them clearly to ourselves, we are assuring not that students will achieve that level of accomplishment in one semester, but that we are leading them toward it step by step. We are also more apt to keep our subject matter more sequential if we are aware of the attitudes we are trying to instill in our students. It may even make us think twice about some of our affective objectives.

As an exercise, think of a goal that you have for your students that will become a controlling tendency or a philosophical element. For example, are you hoping that your lessons on Nazi Germany will be internalized to the extent that students will be forever suspicious of <u>any</u> fanatical philosophy?
If you can't think of one in your discipline, assume you teach a course in study skills. What characterizing objective do you want to set for your students?

Now choose a manageable unit from your teaching materials. Write a behavioral objective for each level of the affective domain. Here is an example of affective learning objectives for a unit on paragraph coherence.

Receiving: The student will demonstrate an awareness of the concept of coherence by distinguishing which of three paragraphs is not coherent and telling in his own words that it does not "make sense" or "hang together."

Responding: The student will be willing (at least) to participate in a class activity concerned with listing ways to make paragraphs coherent.

Valuing: The learner will, when asked, express a commitment to coherence in writing.

Organizing: The learner will alter his style of writing to include coherence devices discussed in the course.

Characterizing: When writing paragraphs, whether to fulfill an assignment or on his own, the student will consistently use coherence devices to make his prose more readable.

Just so you will know that we practice what we preach, the following is a list of the affective objectives that the authors of this module formulated for this group of "learners."

Affective Objectives (Ours)

1. The learner will demonstrate an awareness of the nature and importance of affective goals by including such terms as "interest," "awareness," and "appreciation" in a list of the goals he has for his students. (Receiving) Look at the list you made as a Learning Activity.
2. The learner will indicate that he believes that behavioral objectives are an important part of the learning process when asked to write a paragraph about important factors in student learning. (Characterizing) See your other learning activity.
3. The learner will be willing to discuss affective objectives in a group. (Responding)
4. The learner will indicate a willingness to write his own set of affective behavioral objectives. (Responding)

6. The learner will continue to consider affective goals important and to analyze and direct students' attitudes. (Characterizing)
7. The learner will choose to include affective objectives in his teaching and defend affective objectives when their usefulness and importance are challenged by colleagues. (Organizing)

8. The learner will read additional material on affective objectives on his own. (Valuing)

POST-TEST

The participant must be able to answer all of questions 1-4 and 9 of the items in No. 5 correctly.

1. Write a one-sentence definition of the term "behavioral objective."

2. Underline the best definition of the affective domain:

   a. emphasizes motor skills

   b. emphasizes attitudes

   c. emphasizes recall of information

   d. emphasizes the effect of student behavior on learning.

3. Place the following levels of the affective domain in order from the lowest to the highest by placing the number 1 beside the lowest level, the number 2 beside the second lowest level, and so on:

   valuing

   characterizing

   receiving

   organizing

   responding

4. Match the levels of the affective domain with their definitions by placing the number of the definition in the blank:

   _____a. valuing

   _____b. characterizing

   _____c. receiving

   _____d. organizing

   _____e. responding

4. Continued

   1. Generalizing values into controlling tendencies, then a total philosophy.
   2. Arranging values and adapting behavior to a value system.
   3. Accepting the worth of a thing, an idea, or a behavior; developing a commitment.
   4. Reacting--at first with compliance, later willingly and with satisfaction.
   5. Attending; becoming aware of an idea or thing; willing to notice a particular phenomenon.

5. The following ten items are learning objectives. Underline those which are behavioral objectives and write an "A" beside those which are affective.

   1. The student will appreciate literature.
   2. The student will balance 8 out of 10 given equations correctly.
   3. The student will develop a love for sports.
   4. The student will demonstrate an awareness of jogging as a desirable form of exercise by including jogging when asked to name some beneficial forms of exercise.
   5. The student will answer affirmatively when asked if he will write a limerick.
   6. The student will write a limerick.
   7. The student will become more tolerant of others.
   8. The student will be able to list five characteristics of a good sport.
   9. The student will become committed to the principles of good sportsmanship.
   10. The student will know the definition of psychology.

ANSWER KEY

1. Your definition should include the concepts of goals for students and observable or measurable behavior as fulfillment of those goals. An example might be, "A behavioral objective is a written goal that a learner should reach by the end of a unit; it should specify an observable, measurable behavior by which successful achievement of the goal may be determined."

2. two

3. 3 valuing
   5 characterizing
   1 receiving
   4 organizing
   2 responding

4. 3 a.
   1 b.
   5 c.
   2 d.
   4 e.

5. Numbers 2, 4, 5, 6 and 8 are behavioral objectives and should be underlined. Numbers 1, 3, 4, 5, 7 and 9 are affective objectives.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JAN 30 1981